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A Douglas College Newsletter

November 13, 1981

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TO
ALL PERSONNEL
FROM
BILL DAY
ON
COLLEGE GOVERNANCE

SPECIAL EDITION

Attached to this memorandum is the third draft of our college governance proposal.

I intend that the Board should have this under consideration at its meeting on Thursday, November 19th.

As a result of the two reviews of the document, there are many substantial changes from the first draft. There will be many more changes before a finally satisfactory model evolves.

The essence of our approach is that the college is a joint enterprise, and I believe that the time has now come to implement the system in order that we can collectively discover the ways in which it should be changed and strengthened.

Many changes were suggested by the divisions of the college as a result of the college-wide second review, which has just finished. Some of these proposals were contradictory. Most were complementary.

I have accepted most specific proposals for change. Some significant examples of these changes are:

- A. It is clear that there must be a maximum of flexibility at the departmental level. Therefore, variations from the "standard model" as shown in the attached paper will likely be more common than not. The principle upon which variations can be established is simply that the superordinate committee must approve proposals for change. Thus, variations from the standard model of the Departmental Curriculum and Planning Committee would be approved by the Divisional Curriculum and Planning Committee. Similarly, the Divisional Management Committee would approve structures at the departmental level on the administrative side. The ideal model is that of the committee of the whole. Some of our departments may well achieve that state.
- B. Community education sponsored by a department or a division is clearly under the curricular jurisdiction of that department or division. This clarification has been at the behest of the Community Programs and Services Division, and thus signals a clear affirmation of our cooperative approach to community education.
- C. Adjudication of responsibility for curriculum offerings has been clearly assigned to the management side of the system. Thus, college-wide decisions relating to curriculum responsibility reside with the Management Committee of the college, and intradivisional assignments of curricular responsibility similarly would be the responsibility of the Divisional Management Committee.
- D. Student representatives have been provided for at the departmental level, as it is at this level that program review and assessment will be carried out.
- E. Staff representation on Departmental Coordinating Committees has been left as a decision of the Divisional Management Committee, taking into account advice from the Department.

Certain recommendations were made which are in conflict, or which, in my judgment, are premature.

A. We have had recommendations that both the Curriculum Coordinating Committee and interdivisional representation on Divisional Curriculum Committees both be eliminated. Both recommendations were persuasively developed, and have sound logic. Some degree of intercommunication at the working level must be provided for if we are to remain in touch with each other. At this time, I have elected to adhere to the proposal for a Curriculum Coordinating Committee consisting of Chairmen and Directors of line departments of the college. The proposal makes clear the fact that this committee is not intended to subvert in any fashion the authority of the Divisional Curriculum and Planning Committees, but is intended to be a communication and implementation committee. Problems of implementation of curriculum and development become those of management and would be referred (if necessary) to the Management Committee. As each individual on the Coordinating Committee is in his or her own right working on behalf of a departmental committee, this should provide an adequate degree of "grass roots" information.

B. A proposal has been made for a college-wide curriculum committee, separate from the College Policy and Planning Committee already provided for. At this time, I am not intending to recommend this structure to the Board.

Such a committee provides a major structural alternative, rather than a support to the notion of authoritative divisional curriculum committees. The College-wide Policy and Planning Committee as presently structured provides a very adequate degree of representation. This committee should be fully competent to advise the college on any policy issues. Should that prove not to be the case, the college-wide committee is in a position to recommend new structures and alternative approaches to problems.

A final note. After detailed discussions with representatives of our three associations, I have made provision for an "at large" student, faculty and staff member on the College-Wide Policy and Planning Committee. These persons will not be representing any association, as such, but are intended to represent the generality of the constituent group in the capacity of providers and receivers of service. Thus, the three associations are left free to act as political bodies in their own right in direct relationship to the Douglas College Board. Naturally, these associations still maintain formal representation on the College Management Committee.

As and when the Board approves the governance system, this fact will be announced, and advice and direction will be provided to the constituent groups of the college regarding election processes and protocols. Staff work is already under way in this regard.

GOVERNANCE AT DOUGLAS COLLEGE

Some elaboration of the concept of governance may be helpful to those discussing aspects of the future governance structure of the College.

The College Board must provide for (and require) advice and guidance from its faculty, staff, and students in carrying out its responsibilities. This advice is based on the expertise of each group, taking into account training and knowledge gained through experience, and a job role accountability for performance. The Board views this advice as disinterested, and based on the College philosophy as a reference.

The governance system which we are developing is in the formal sense, this advisory system. More realistically, it represents a system of committees, all of which have certain kinds of authority which is almost absolute, in addition to other kinds of rights and responsibilities to advise individuals or the College Board. Broadly conceived, the governance system should provide us with the rules by which we live within the College, the goals that we set for ourselves as an institution or as a unit of the institution, and the substance and structure of the curriculum and instructional processes which are the means by which we express our purpose.

This system must provide for a clear connection with the administrators and managers of the College, as these people have the responsibility to see to it that the philosophy, policies, and plans for the College approved by the Board are in fact carried out and reported upon. To vest these same people with the governance responsibilities described above would not only ask of them an impossible task, but also deprive the College of the advice and guidance of those fitted to provide it. In addition, it would result in a diversion of energy from the problems of detailed planning and allocation of resources, and supervision and evaluation of performance.

In the unlikely event that a system of faculty, staff, and student based committees provided the Board with advice that was quite at variance from the opinion of management of the College, the Board would then have to take this into account in its final decisions.

Good advice involves staff work, analysis, and criticism. Staff work should not be carried out on an ad hoc basis, because it should be accumulative, thus rendering the institution more and more intelligent in its behaviour. The administrators and staff members of the College are charged with the responsibility of doing staff work, just as faculty members are charged with the responsibility of providing instruction and curriculum. Therefore, the governance structure of the College must include administrators and staff members of the College who have expertise and responsibility in the area under discussion.

The structure of the governance system should parallel very closely the formal organization of the College, in order that there be easy comprehension and lateral communication possible. Thus, there should be three levels of committee - relating to College-wide matters, divisional matters, and departmental matters. At each stage, there should be a clear connection to the administration or management person with accountability at that level.

General instructional and curricular policy matters properly belong at the College-wide level. It could be reasonably expected that in matters of curriculum and instruction policy, this committee would be viewed as fully competent in all but extraordinary matters of educational policy. Similarly, student personnel and admissions policies - all educational in nature, would be viewed as its area of jurisdiction. It would be an appropriate body of adjudication of policy issues and it would also review, criticize, and advise the board on the appropriateness of planning documents intended for review and adoption by the Board. It should have a right to review curriculum approved by divisional committees, in the light of College policies, and if necessary be as a final authority within the College structure on matters of judgment relating to curriculum policy - subject only to the College Board. Major tasks confronting this committee at this time could be a review of the College Philosophy Statement and then of the Five-Year Educational Plan. Other current pressing matters could include a review of the College policy on communications content in diploma, certificate, and citation programs. Requests have been forthcoming for a review of our current policy on "threshold" admissions to our limited enrollment programs.

At the divisional level, the Committee could reasonably be expected to act as the approving committee for all programs offered by the division, including content and structure of curriculum. It would provide advice to the Dean of the division on divisional goals - both short and long-term, and would be a committee of review and endorsement of the Divisional Five-Year Plan. Paralleling this latter activity, would be the annual review and criticism/endorsement of the divisional budget proposals and final allocations.

The Departmental Governance Committee would be the recommending group to the Divisional Committee for approval of courses and programs offered by the department. It would review and endorse departmental annual and long-term goals and advise the director/chairman on the preparation and allocation of budgets. In some cases, a department of the College will be unique enough in structure and function to be viewed as the committee of competence at the policy level for certain matters within the division. In other cases, where the department parallels in structure and function other departments within a division, it would look to the divisional committee for policy approval, and possibly formulation.

The next pages outline in order:

- (a) College functions and general principles of organization,
- (b) Proposed governance and management committees,
- (c) Nature of representation,
- (d) The processes of change.

COLLEGE FUNCTIONS AND ORGANIZATION

A.

- To offer
- | | | |
|-----------------|---|---|
| 1. Academic | } | Programs of Instruction/
Learning with necessary
student support services |
| 2. Occupational | | |
| 3. Community | | |

COLLEGE TASKS

B.

1. Sets policy
2. Assesses and approves/rejects plans
3. Reviews college performance
4. Rewards and punishes

COLLEGE BOARD

C. ADMINISTRATION

1. Implements policy
2. Does staff work
3. Reports back to Board

FACULTY

1. Instructs
2. Develops/modifies curriculum
3. Advises college on optimum strategies for learning

STAFF

1. Implements regulations
2. Ensures communications
3. Assists faculty/administration
4. Provides technical services

D.

TWO SIDES TO COLLEGE

Machinery

- | | |
|------------|---|
| Personnel | } |
| \$ | |
| Facilities | |

Product

- | |
|-----------------|
| Education Plans |
| Policies |
| and Programs |

E.

Management

1. Implementation of Plans and Policies - Decision Making/Operations

Movement of
Plans and Policy

Movement of
Policy and Planning
Recommendations

Board
CEO

College Management Committee
Divisional Management Committee

Departmental Committee(s)

COLLEGE BOARD

Governance

1. Goal Setting, Policy Development, Assessment/Judgment/Advice re Educational Plans and Policy

Board
CEO

College Educational Planning and Policy Committee
Divisional Curriculum and Planning Committee

PROCESS OF THE COLLEGE	AUTHORITY/RESPONSIBILITY	STAFF SERVICES	MEMBERSHIP
<u>GOVERNANCE COMMITTEES</u> Departmental Curriculum and Planning Committee	<p>ADVOCACY TO DIVISIONAL COMMITTEES: Approve all Departmental educational offerings, including community education programs. Recommend new courses and programs to Divisional Curriculum and Planning Committee. Recommend Program Review processes to Divisional committees. Advice to the Director/Chairman regarding budget development and allocation. Develop Departmental educational plan. Advice to Divisions re short and long range plans.</p>	<p>Departmental Director and Divisional Staff Services. Coordination via Divisional Curriculum and Planning Committee and Departmental Director/Chairman</p>	<p>In a small Department Committee of the whole, including staff. In a large Department 4-6 faculty, 1 or more staff based on fields of expertise/function. Chaired by the Director/Chairman for first year.</p>
Divisional Curriculum and Planning Committee	<p>ADVOCACY TO PLANNING & POLICY COMMITTEE: Approval of Divisional Educational plan. Approval of all programs and course content and structure offered by Division, within College Policy. Advice to the Dean regarding budget development and allocation. Development and approval of Divisional policy within the framework of College policy. Adjudication of policy issues within Division. Approve Program review processes.</p>	<p>Dean, Director/Chairman and Divisional staff. Coordination via representatives of other Divisional Curriculum and Planning Committees and Dean.</p>	<p>2 faculty of each Department, at least 2 staff members - 1 technical, 1 clerical, depending on the size and nature of Division - Chaired by Dean for first year.</p>
College Planning and Policy Committee	<p>ADVOCACY TO COLLEGE BOARD: Review and recommendation to College Board of Annual and 5-Year Educational Plan. Review and advice to CEO regarding annual expenditure plan. Establishment of college-wide curriculum policies, guidelines instructional and program review policies.</p>	<p>CEO, Deans and College Staff Services. Coordination via CEO.</p>	<p>2 faculty from each College Division, plus 1 at large. 4 staff members - 1 at large plus 1 each of Clerical, Administrative, Technical support, Instructional support. 5 students - 1 at large, plus 1 from each Division Chaired by the President</p>

<u>PROCESS OF THE COLLEGE</u>	<u>AUTHORITY/RESPONSIBILITY</u>	<u>STAFF SERVICES</u>	<u>MEMBERSHIP</u>
<u>MANAGEMENT COMMITTEES</u>			
College Management Committee	<p>Line members of this Committee are individually and jointly responsible for achievement of approved College educational plan, within framework of Board-approved and internal policies.</p> <p>Direct advice to the College Board regarding implications of policy.</p> <p>Report to Board on progress and problems in achieving College objectives.</p> <p>Assessment of personnel and programs within framework of job descriptions.</p> <p>Carrying out staffwork in support of College Educational Planning and Policy Committee</p>	<p>Divisional staff as required.</p> <p>Coordination via CEO and bilateral staff relationship with Divisional Committees.</p>	<p>Bursar, Deans, CEO, (Chairman)</p> <p>Ex officio (no line responsibility):</p> <p>1 delegate each from BCGEU, DCFA, and DCSS.</p>
College Curriculum Coordinating Committee	<p>To review all approved college curriculum for the purpose of implementation.</p> <p>Signature of the Registrar implements curriculum.</p> <p>To assess the new curriculum for college-wide implications of budget, operations, and planning, and advise the Management Committee as required.</p>	<p>Registrar's Office as required.</p> <p>Coordination via Registrar.</p>	<p>All Directors/Chairmen of instructional and service departments.</p> <p>Chaired by the Registrar.</p>

.....Cont'd.

<u>PROCESS OF THE COLLEGE</u>	<u>AUTHORITY/RESPONSIBILITY</u>	<u>STAFF SERVICES</u>	<u>MEMBERSHIP</u>
Divisional Management Committee	Implementation of the Divisional sector of the College educational plan, within the limits established by the College Board-approved and internally-approved policy. Adjudication of curriculum responsibility within Divisions. Development of Divisional budget and staff-work for preparation of short- and long-range Divisional education and facilities plans.	Divisional and Departmental staff as required. Coordination via Dean to Management Committee and Divisional Curriculum and Planning Committee.	Directors/Chairman, Dean (Chairman)
Departmental Coordinating Committee	To assist the Director/Chairman to develop a Departmental budget. To advise the Director/Chairman on time-tables/operations.	Departmental staff. Coordination via the Director/Chairman to Divisional Management Committee and Departmental Curriculum and Planning Committee.	If size permits, a Committee of the whole, including staff. Alternatively 1 faculty from each functional unit within the Department. Staff representation by decision of Divisional Management Committee. Chaired by Director/Chairman.

Unit and Nature of Representation

All Faculty Positions: Direct suffrage, by all faculty employed $\frac{1}{2}$ time or more, by Department or Division. i.e., representatives on a Divisional Committee would be elected by all half-time or more faculty members, as Departmental representatives. Representatives on a college-wide committee would be elected to represent a total Division - again by all faculty members within that Division employed half-time or more.

All Staff Positions: At college-wide level, one staff member at large. Three others, elected by their group:

- Clerical/Administrative
- Instructional support
- Technical support

At Divisional and Departmental Committees, by vote of Divisional or Departmental staffs.

A general principle is that as many staff and faculty members be involved as possible, and therefore people should be encouraged to focus their energies on one committee, rather than "blocking" positions by occupying them on a number of strategic committees.

Terms of Office: 2 year terms are appropriate for all committees. During the initial year of operation, 50% of representatives could be nominated for a 1-year term, and 50% for a 2-year term, with annual elections - thus ensuring an appropriate kind of overlap and accumulation of knowledge.

The Process of Change

1. The governance structure as approved by the College Board is an interim system. As such, rolling adjustments and elaborations to the system should be made by the groups involved, in communication with each other, with approval by the College President during the period January 1, 1982 - December 31, 1982.

Effective January 1, 1983, the College Governance Steering Committee will be reconvened, and carry out a review and evaluation of the governance system by March 31, 1983. At that time, its recommendations will be broadcast to the College as a whole, and commentary received and incorporated in a final report and recommendation to the College President. The ensuing final report to the College Board will confirm the structure, powers and processes of governance for the College, subject to change by due process.

2. The general principles of the processes of change of the governance system are:
 - (a) The procedures for change will be consistent with the basic philosophy of the governance system itself - that is, it should involve those with expertise and relevant responsibility, and those who would be affected by the change.
 - (b) Generally, change at any level will be proposed to and approved by the superordinate level. That is, a proposed variance from the general model by a Departmental Committee should be approved by the Divisional Committee. Any change proposed within the College-wide Policy and Planning Committee should be approved by the College Board.
 - (c) Initiatives not clearly fitting in categories (a) and (b) would properly belong in section 1 - that is subject to direct proposal to the College President, and approval. This latter approach will be useful only during this one-year interim or trial period of the governance system.

